Professional Development

Successful implementation of RtI depends on the ability of general and special educators to use RtI reliably and validly. The reliability and validity with which RtI is implemented will be determined to a great extent by the quality of both the pre-service and in-service professional development models used to translate research to practice.

Leadership
- Professional development delivery model that best supports implementation.
- Staff and budget requirements to integrate general and special education services for the implementation of RtI.
- Relationship between implementation and expectations for improved student performance.
- Barriers that will occur and that must be addressed during implementation.
- Use of, and support for, technology necessary to ensure efficient and effective implementation of RtI.
- Essential stages and variables necessary for a smooth transition to RtI.

Administrative
- Skills in data-based decision-making and the need to share outcome data frequently with staff in the process.
- Recognize the relationship between staff efforts and student outcomes.
- Coordination and alignment of district efforts to attain greater impact.
- Involve and inform parents in the essential elements of RtI that impact their child and his/her teacher.
- Need for universal, supplemental and intensive instructional strategies and interventions.
- Components of a successful professional development plan, with particular emphasis on building capacity and sustaining changes in practice.

Leadership
- Policy Makers
- Superintendents

Administrative Structure
- District
- Building Level

Direct Services
- Teachers
- Other instructional Staff

Related Services
- School Psychologists
- Social Workers
- Counselors
- Behavior Specialists
- Speech Clinicians

Parents

Direct Services
- Increase the range of empirically validated instructional practices in the general education classroom.
- Using problem-solving methods.
- Technology and supports necessary to implement RtI.
- Demonstration and guided practice opportunities.

Related Services
- Different models for looking at student performance differences and their impact on the development of instructional and assessment practices.
- Evaluation strategies to assess instructional quality in general and special education classrooms and programs.
- Curriculum Based Measures and related continuous progress monitoring technologies to evaluate individual student performance and instructional quality.
- Models of social support and role of related services staff in the provision of that support.
- Specific training in coaching, mentoring and data management strategies.